Possible texts:	Physical		Communication and		Personal, Social and
Katie in London	Threading, cutting, playdough		Language		Emotional
Paddington at the Palace	Funky fingers		Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Have you ever been to London?		JIGSAW - Relationships
This is London	Develop pencil grip and letter formation continually Use one hand consistently for fine mo- tor tasks				My family and me
					Make friends, make friends, never ever
					break friends!
Wow Words!	Co-ordination (Send and Receive)				Falling out and bullying
Pro, con, landmark, population Countryside	, , , , , , , , , , , , , , , , , , ,	,			Being the best friends we can be
Town, country, UK, island,					
Ritual, salat, mosque, Mecca, punja, murtis		Knov	vledge		
Gesture, Shrine, Holy Communion		Ora	aniser		
Religion Branches, flower, flowering, fruit, gar- den, leaf, petal, plant, root, seed, tree, trunk, vegetable, weed Bulb, common, herb, stem, wild			uniser		
		E`	YFS	1.14	
	Mathematics	Sum	mor 1	Literacy	Understanding the
Expressive Arts	White Rose	Sun	imer 1		World
Father's Day cards	• To 20 and			Daily Floppy's phonics	Pzaz Science—plants
Create the Union Jack as a class. The children could design their own flags.	<ul><li>beyond!</li><li>First, then, now</li></ul>		Retell a story with actions and / or pic- ture prompts as part of a group - Use story language when acting out a nar-		Learning about our country.
Provide a range of materials for chil-			rative. Rhyming words. Can explain the main events of a story		Finding out about London and famous
dren to construct with e.g. Big Ben					landmarks.
					What does the Union Jack look like?
				ures of characters/ in a story. May include	
		•	- · · ·		
			labels, sentence	es or captions.	
			labels, sentence	es or captions.	